

# Questioning Activities for a Junior Classroom.



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"I am moving to a new house"



When are you moving?



Where is your new house?

# WALT:

We are learning to  
ask sensible  
questions using  
Questioning  
words.







What?

When?

Where?

Why?

Who?

What is a bicycle?  
is a leg

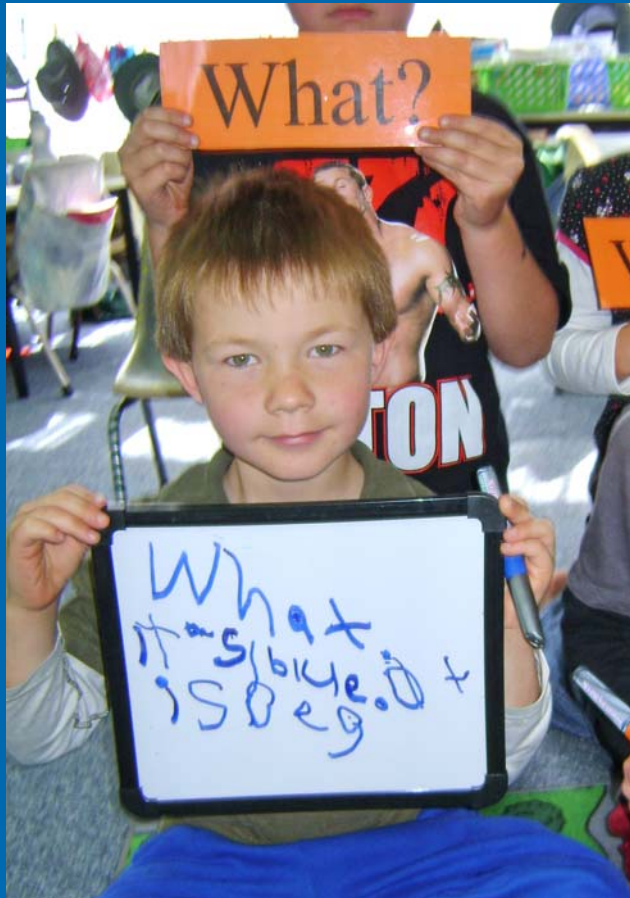
When  
I do no

Where close  
to sarahs

Why  
because I was  
to The school

Who is having  
the horse.





What does the  
house look like?

It is blue and it is big.

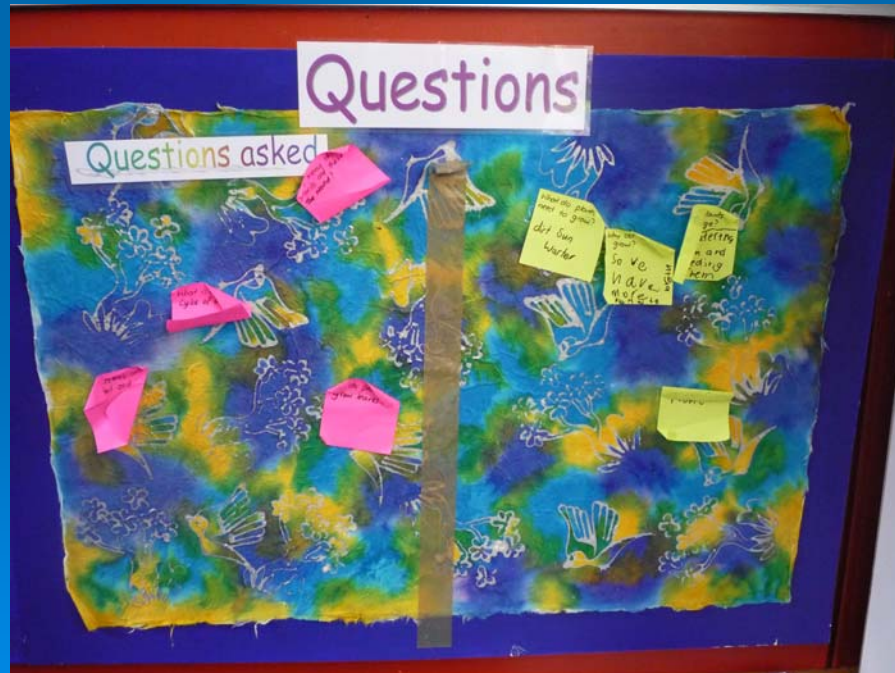


When are you  
moving?

I don't know.

# Sorting questions

- Have a question board. Write out questions on Post-Its and stick up on the 'Question' side. Shift it to the 'Answered' side when the answer has been written beside the question



- Use two hoops, draw circles with chalk or make a plastic sheet with two different sides and then organise the questions:
  - fat skinny
  - categorising – animals/ food / topic/ type of question (next slides)
  - Question to answer first or later
  - Most important questions and other questions
- This encourages a conversation loop

# Questions from a farming inquiry:

Luke: How does an egg come out of a chicken?

Jack: Who buys things from farmers?

Zack: Why do farmers farm animals?

Anya: Where does the cat on the farm go?

Logan: When do farmers have a holiday?

Caitlin: What do horses do for the farmer?

**How? Why? Who?**



# How could we organise these questions?



Put all the 'who' questions together - Cailem  
Sort into boys and girls questions – Nicholas  
Put all the sheep questions together – Lucien  
Put all the questions we can answer together –  
Morgan

*When?*

*What?*

*Where?*





# What's in the box?

Every day a child gets to choose an object to hide in the box.

The other children then have to ask 'clever questions' to guess 'What is in the box' in the least number of questions.

Questions could have full answers or only yes or no answers

The children soon realise not to ask 'a waste of a question'

This simple activity has encouraged the following skills:

Communication

Thinking

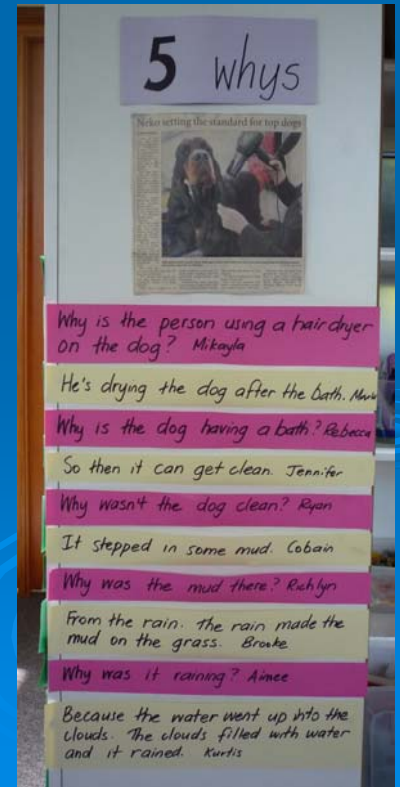
Listening





# 5 why's

- Can be done in pairs, groups or whole class.
- Using a picture or object, the child asks a why question.
- The question is answered and the next why question comes out of the answer.
- This continues until 5 why questions have been asked.
- As the children develop this skill, their questions and responses become more advanced.





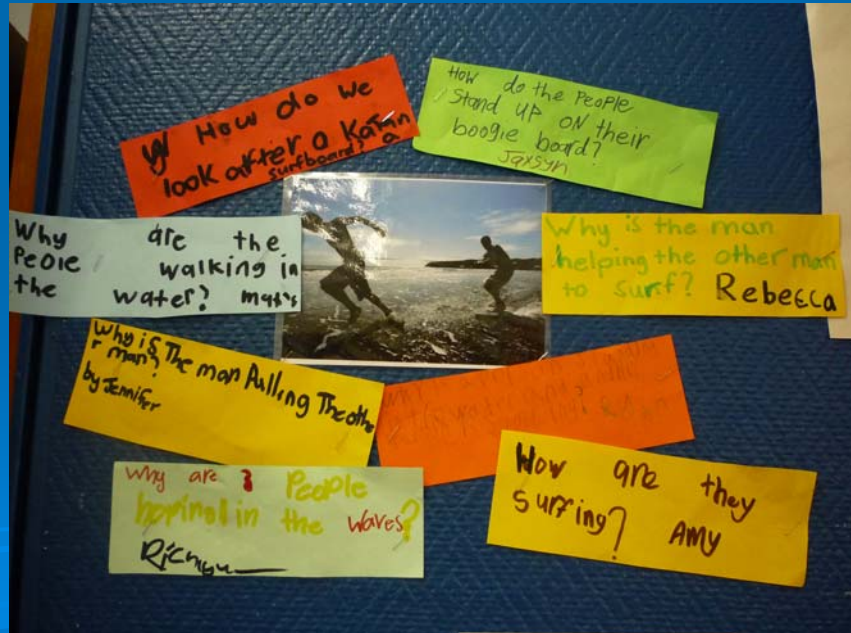
# What am I?

- One child has a picture stuck on their back that everyone else has already seen.
- The child has to ask questions to work out what the picture is.



# Questions and a statement

- Class divided into small groups of three or four.
- Each group is given a different picture and has to come up with a specified number of questions and statements
- Each group member then shares back to the rest of the class.





# Using De Bono's Thinking Hats





# SIX HAT SEQUENCES -1

## Six Thinking Hats Simple Sequences

### Improvement

1. What are the weaknesses?



2. How can we overcome them?



### First Ideas

1. What is the thinking task?



2. What do we know about the situation?



3. What ideas can we think of?



### Explanation

1. What do we know about the situation?



2. What are the possible explanations?



### Quick Assessment

1. What are the good points?



2. Can we summarize the good points?



### Direct Action

1. How do we feel about this?



2. What are the difficulties and dangers?



### Evaluation

1. What are the good points?



2. What are the difficulties and dangers?



### Emotions

1. How do we feel?



2. What do we know about the situation?


















3. What are the alternatives?



4. What is the conclusion?



# SIX HAT SEQUENCES -2

Six Thinking Hats Simple Sequences			Possibilities		
			1. What are the possibilities? 	2. Can we summarize the possibilities? 	
Usable Alternatives			Caution		
1. What are the possibilities? 	2. Why will they work? 	3. What are the weak points? 	1. What do we know about the situation? 	2. What are the dangers? 	
Opportunity			Choices		
1. What do we know about the situation? 	2. What are the good points? 		1. What are the good points? 	2. What are the difficulties and dangers? 	3. Now how do we feel about this? 
Design			Final Assessment		
1. What is the design task? 	2. What are the possible designs? 	3. How do we feel about each possible design? 	1. What are the difficulties and dangers? 	2. Now how do we feel about this? 	

What will work with this idea?

What will not work with this idea?

Yellow be Tidg mit come residing	Tidg Comin Black not tidg ruhss wont come ctarp
---	--

Yellow big things we need people to work x lunch max	Black stel bar the rols messy
---	---

Rebecca Money Machine

Yellow money suse kat money	Black Brat be money Selie best money machine How are we going to
--------------------------------------	--

Amplifying food MAX W  
PRICE  
heating  
MAX W

Yellow Make shop you put way in	Black Signs are de beccoz your can done to
--	--

Yellow Cobin counter pot the money	Black wer will we find a counters
--	--

Yellow Rat	Black Brow game olshen MAX RING
---------------	---

Black robbers	Yellow give change use the money lots of times organise buy things
------------------	---

Yellow they check man like	Black not easy to get ready mar
-------------------------------------	---

Yellow COP PUP Some Main Gommes Sims Taswell	Black Pewel mait get fin out biog in
--	--

Yellow Salland we like the book kirk kirk the books	Black R ite books ROBIS Steel hat the BOOK
---	---

Black dige a rada cad com (feri breggs)	Yellow De Sage CASHING
---	------------------------------

Black how is going to change Vamet	Yellow Shop name which shop to go in to
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Yellow cars	Black bags
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Yellow shopping bags	Black bags
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Yellow shades	Black the Door
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to

What  
wind  
and  
out?



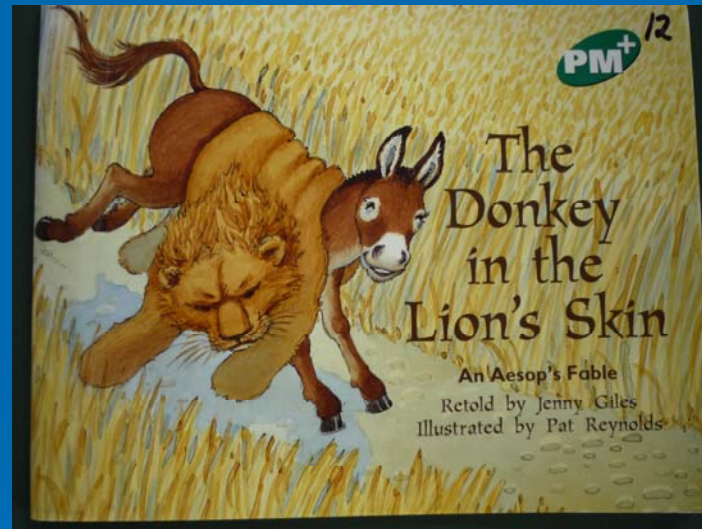
# Ask the book/author a question



- During group or shared reading each child is given a question starter.
- During the orientation of the book, encourage each child to come up with a question
- During the reading they can use their card whenever they want to ask a question of the others.
- Independent group follow up activity
- On – going process
- Keep asking the children – Are there any questions that need answering?

# I want to know....

- Done as a follow up activity
- Children ask questions relating to other things they want to know about that topic



- The Donkey in the Lion's Skin
  - What happened to the lion?
  - Where are the bones and what happens to them?
  - How are animal skins dried?

# Using questions in a modelling book

- Write down questions
- Children can circle question starters or key words in the questions
- Write a question in the middle of a bubble map. The children can think of their own answers.
- Can use a variety of graphic organisers
- Encourage prediction by pasting a picture from the book in the middle of a page. The children can record their answers around the picture.







# The hot seat

- Take a character from the story.
- Child to wear a sign or character hat to help them become the character
- The other children ask questions

Why did you..

What do you think about....

Why did you say...

How did you feel...



# Using questions to give opinions

- Used either during guided reading or as a follow up activity
  - Use questions to prompt opinions
  - Each child has a turn
  - Children discuss their answers with the rest of the group.
- Leads on to interaction

I wonder why...

What does this remind you of?

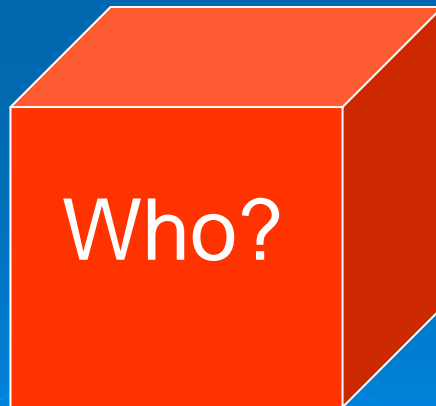
What did the story make you think about?

What surprised you?



# Question Dice

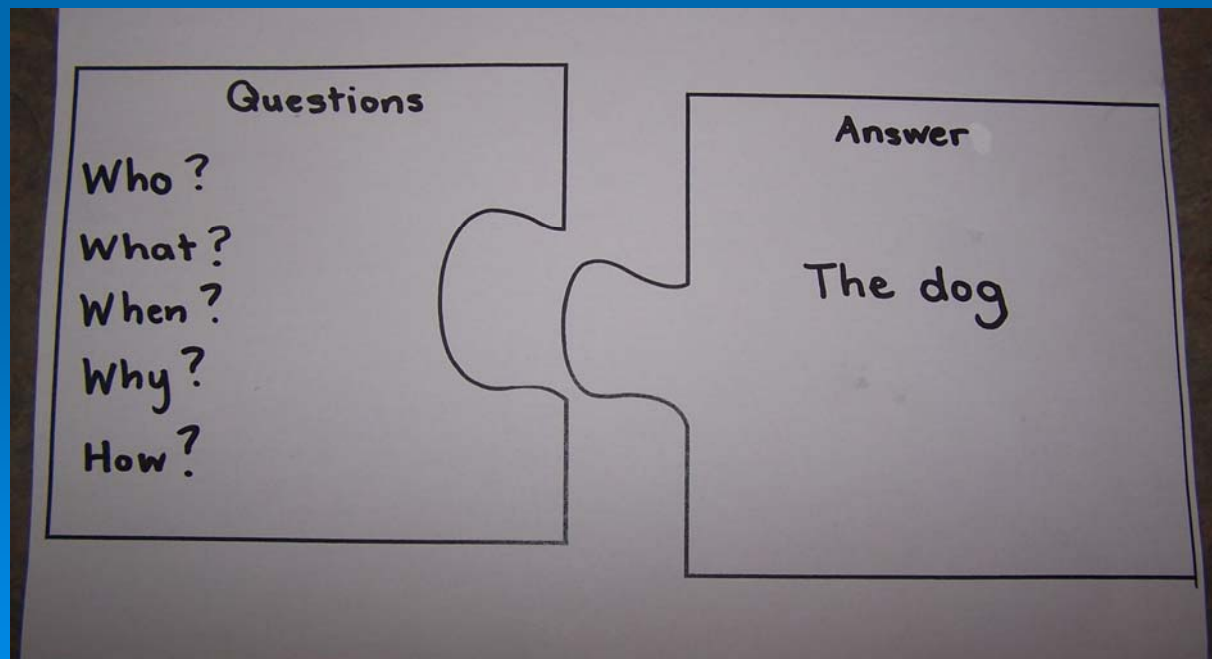
- Question starters are written on the sides of a dice
- Roll the dice and children have to think of questions about a topic.





# Question and Answer Jigsaw Puzzle

- Write an answer on the Answer piece
- Children work in groups to think of questions that have that answer



# Using question prompts for Writing

- Children use question starter cards to plan/check their writing
- When using a plan, encourage the children to answer the questions starters. The next day they can write their recount remembering what they wrote in their plan.
- When using as a check, the children are asking “Have we got all the information?”

# Resources

- X-roads Wiki: [xroads.wikispaces.com](http://xroads.wikispaces.com)  
Go to Thinking/Questioning on the navigation bar
- How to succeed with Questioning written by Sally Godinho and Jeni Wilson
- Many thanks to our Cluster facilitator, Barbara Wenn for her wealth of knowledge



# Question Matrix

**Which**

is/was .....?

**When**

did .....?

**Who**

can.....?

**Where**

would .....?

**Why**

will .....?

**What**

might .....?

**How**

have .....?

should.....?

does .....?

do .....?

do you suppose.....?

shall .....?



**\*\*\* OR WHAT ABOUT THESE STARTERS FOR GOOD OPEN QUESTIONS?**

If you could/were .....	Can there/you...?
If .....then how .....?	Why do some/we/you ....?
What if?	What kinds of ....?
What changes .....?	In what ways will/are ....?
I wonder how/why/who/when/where/what.....?	

